

Course description

Title of the course: Introduction to Academic Writing in English course 1				
Tutors of the course , contact details: Jessica Hemmings / jh@jessicahemmings.com				
Code: di63-04	Related curriculum (programme/level): doctoral	Recommended semester within the curriculum:	Credit: 5	Number of class hours: 20 Student working hours:
Related codes	Type: (seminar/lecture/class work/consultation, etc.)	Can it be an elective course?	In case of elective what are the specific prerequisites:	
Course connections (prerequisites, parallelis):				
<p>Aim and principles of the course:</p> <p>The course introduces perspectives behind the purpose of academic conventions and encourages a creative approach to academic writing.</p> <p>All teaching is delivered in English and student participation, both spoken in written, is required in English.</p>				
<p>Learning outcomes (professional and general competences to be developed):</p> <p>Knowledge: Appraise the benefits and limitations of the conventions of academic writing.</p> <p>Ability: Produce and develop presentation skills in English.</p> <p>Attitude: Critique and defend with curiosity and responsibility the interpretation of academic conventions selected.</p> <p>Autonomy and responsibility: Devise and engage with ongoing editing process of spoken and written English.</p>				
<p>Topics and themes to be covered in the course:</p> <p>Writing style, academic references, translation strategies, failure and the first person perspective.</p>				
<p>Specificities of process organisation / organisation of learning:</p> <p>Course structure, nature of the individual sessions and their timing (in case of several teachers' involvement, please indicate the distribution of their teaching input:</p> <p>The course is delivered through lectures, seminar discussions and individual tutorials focused on each participant's sample writing. Sample writing by each student is presented in written and spoken form during group discussions at the introduction, mid-point and course conclusion.</p>				

<p>Students' tasks and responsibilities:</p> <p>Selection of a text for development during the course. Reading/viewing in advance for each thematic seminar discussion. Participation in seminar discussions. Spoken presentation of own writing and/or writing by other students on the course.</p> <p>Learning environment: classroom</p>
<p>Requirements to be met:</p> <p>Presence at thematic lectures. Participation in seminar discussions. Presentation of written work at start and conclusion of course. Participation and engagement with individual writing tutorials.</p> <p>Method of assessment: (what methods are used for assessment {test, oral question, practical demonstration, etc.})</p> <p>Practical demonstration of development of writing sample. Practical demonstration of development of spoken presentation.</p> <p>Assessment criteria (what is taken into consideration in the assessment):</p> <p>Individual contribution to theme discussions. Engagement with written and spoken English.</p> <p>How is the mark calculated (how is the result of each assessed requirement reflected in the final mark? {e.g. proportions, points, weights}):</p> <p>pass/fail based on participation and engagement</p>
<p>Required Literature:</p> <p>“Introduction” to Elaine Igoe’s PhD “In Textasis: Matrixial Narratives of Textile Design” Jenni Sorkin’s “On Stain, Stigma & Shame” (view) translation seminar recording: https://youtu.be/Q8d94j_k8Pg Jools Gilson “Navigation, Nuance and half/angel’s Knitting Map” Joan Didion “Why I Write”</p> <p>Recommended Literature:</p> <p>Helen Sword <i>Stylish Academic Writing</i> Susan Cain <i>QUIET: The Power of Introverts in a World that Can’t Stop Talking</i></p>
<p>Recognition of knowledge acquired elsewhere/previous/ validation principle:</p> <ul style="list-style-type: none"> • some tasks may be replaced by other activities,
<p>Out-of-class consultation times and location none</p>